



A look inside CLIL in the Canary Islands: PILE

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Titulación: Máster en Educación Bilingüe

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Madrid, (02/01/2018):

A handwritten signature in blue ink, appearing to read "Nidia Díaz Herrera". The signature is stylized with a large loop at the end.

Fdo. Nidia Díaz Herrera

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Abstract and key words

– Abstract

Many changes within the Spanish curriculum are being put into place with the implementation of programmes and plans such as Content and Language Integrated Learning/ “*Aprendizaje Integrado de Contenido y Lengua*” (CLIL/AICLE) and, more specifically in the Canaries, “*Plan de Impulso de Lenguas Extranjeras*” (PILE). This responds to a globalized and non-barrier world we are immersed in, where bilingualism, plurilingualism and learning languages other than the mother tongue are becoming a growing need for employment, further studies and communicating among regions. This dissertation aims to inform the reader how this strategic plan for the promotion of foreign languages (PILE) in the Canaries is becoming crucial for the improvement of communicative competence in foreign languages, promoting the increased number of centres, areas and subjects progressively, through different measures.

Keywords: plurilingualism, bilingual programmes, Canary Islands, CLIL/ AICLE, Plan de Impulso de Lenguas Extranjeras (PILE), foreign languages promotion.

– Resumen

Dentro de los currículos españoles se están produciendo algunos cambios porque se están llevando a cabo programas y planes como Aprendizaje Integrado de Contenido y Lengua (AICLE/ CLIL) y, más concretamente, en la Comunidad Autónoma de Canarias, el “Plan de Impulso de Lenguas Extranjeras” (PILE). Todo ello responde al mundo globalizado y sin barreras en el que vivimos, donde el bilingüismo, el plurilingüismo y el aprendizaje de lenguas extranjeras se están convirtiendo en una necesidad creciente de empleo, estudios superiores y comunicación entre regiones. El presente estudio pretende informar al lector de cómo este plan estratégico (PILE) en Canarias está siendo crucial para la mejora de la competencia comunicativa en lenguas extranjeras, promoviéndose, de manera progresiva, el aumento en número de centros y asignaturas mediante diferentes medidas.

Keywords: plurilingüismo, programas bilingües, Islas Canarias, AICLE/ CLIL, PILE, fomento de lenguas extranjeras.

Dedication and acknowledgement

The elaboration of this Master Dissertation (Literature Review) responds to a great effort of study, analysis, reflection, synthesis and extensive bibliographical revision. It has had a deep effect on me not only as a teacher / educator but as a person. It has consisted of a long emotional and educational journey that it could not have been possible without the encouragement and support of some marvellous people...

My children Ancor y Unai

Thanks for letting me spend some time other than in you, for your love and joy. You are the main reason of all this.

My husband Hacomar

Thank you for always respecting and encouraging me in many ways. Thank you for the love and support we share one day after the other.

My parents Jacinto and Séfora

Thank you for your influence and guidance in my whole life. Thank you for looking after our children so that we could go ahead in this project, among others.

Ann Goulden

Thank you for giving me your time. Thank you for enduring our dialogues and private lessons and for your unconditional support. Your conversations, feedback and enthusiast vision of life will have forever a great effect on me and my family.

Master organisation, tutor and teachers

Thanks to the organization and all the instructors of this Master. Thanks in particular to Ana González, my tutor, for trusting my initial idea of dissertation and for her support.

Introduction

The current society is making use of languages as tools for communication and social improvement, for European mobility and also for future work conditions (Council of Europe, 2011), all that in an unstoppable way. Thus, plurilingualism is more and more a reality. It can be said that acquiring linguistic competence in several languages is an overriding need rather than a luxury in today's society. Along the same lines and during several decades, bilingual schools have already been integrated in educative systems in some European countries (Eurydice Survey 2005, 2006). Therefore, bilingualism and bilingual education seem to be two realities that are going through sociocultural and economic issues across Europe.

The problem of finding efficient methods to teach English is one of the most persistent goals in the field of bilingualism. Teacher training and lifelong learning are two essential competences to achieve these European objectives. For that reason, the number of English-Spanish bilingual programmes in Spain is increasing in a considerable way. The cause of this seems to be the innovative way of teaching these programmes offer, aiming at students' achievement of a great command of second languages by means of integrating language and content through school bilingual programmes such as "*Content and Language Integrated Learning*" (CLIL/AICLE) or, specifically in the Canaries, "*Plan de Impulso de Lenguas Extranjeras*" (PILE).

The special geographical location and historical and economic circumstances of the aforementioned territory (Canary Islands), its cultural and linguistic diversities and the commercial exchanges with other countries make it essential to offer students the possibility to study English in this archipelago, as it is promoted by *Ley 6/2014, de 25 de julio, Canaria de Educación no Universitaria* (LCEnU, henceforth), at its Chapter VI, specifically aimed at plurilingualism in Canarian school centres. Thus, would it be accepted and adequate to implement this type of bilingual education in this archipelago?

The purpose of the present literature review is to **revise Bilingual Education in the Autonomous Community of Canary Islands, focusing on CLIL-AICLE programme and, specifically, on PILE plan.** In order to do so, investigations, studies and research

in the following areas will be done: the importance of learning second languages in today's society, a quick look at CLIL / AICLE programme in Europe and Spain, CLIL and PILE in the Canaries and a deep analysis of this last-mentioned programme itself.

Sources, selection criteria and evaluation

This literature review has an interest in showing conclusions on the original work of researchers, scholars and legislative framework so that the expected objectives can be achieved. For this purpose, the selection of sources this document is based on has been a very hard job. When reviewing the literature, conference papers, dissertations, books, peer-reviewed articles and legal texts were chosen.

First-hand information from official sources which give priority to both oral expression and oral comprehension in foreign languages learning were picked from the following educative standards because of the pertinence for this paper:

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.

Real Decreto 126/2014, de 28 de febrero, por el que se establece el currículo básico de la Educación Primaria.

Decreto 89/2014, de 1 de Agosto, por el que se establece la ordenación y el currículo de la Educación Primaria en la Comunidad Autónoma de Canarias.

Decreto 315/2015, de 28 de agosto, por el que se establece la ordenación de la Educación Secundaria Obligatoria y del Bachillerato en la Comunidad Autónoma de Canarias (D 315/ 2015).

The reason of selecting them responds to the importance they all give to learning languages considering communication and oral skills as two relevant aspects. This has been set at modification 17th from *Ley Orgánica 2/2006, de 3 de mayo, de Educación* (LOE) to LOMCE, and also in article 13.3 at RD 126/2014. For its part, *Decreto 89/2014*,

de 1 de Agosto, por el que se establece la ordenación y el currículo de la Educación Primaria en la Comunidad Autónoma de Canarias (D 89/2014) establishes the importance of oral skills rather than written ones, following what it is said by Common European Framework of References for Languages (CEFRL).

The “*Consejería de Educación y Universidades del Gobierno de Canarias*” (CEU) has been taken as a reference as well for this paper. CEU, following those European and Spanish guidelines and through the “*Dirección General de Ordenación, Innovación y Promoción Educativa*” (DGOIPE, henceforth), has promoted concrete actions to improve the process of learning English, favouring students’ communicative competence development through a curriculum that uses foreign language as a means of learning content from other areas or non-linguistic curricular subjects, unifying the level of competences as it is set out in the CEFRL.

Due to the fact that methodologies such as content and language-integrated learning (CLIL) can be effective in enhancing the mobility and employability, reliable information from *Council of Europe (2011)* at *Council conclusions on language competences to enhance mobility* text, retrieved from *Official Journal of the European Union* was selected as a source. In the same line, the Action Plan (2004-2006) adopted by the European Commission to promote both language learning and linguistic diversity was evaluated. It included measures to support actions from local, regional and national authorities, with the objective of changing, in a decisive way, the promotion of language learning and linguistic diversity. Undoubtedly, the Council of Europe has had a great importance in the promotion and diffusion of languages across the European continent. This information was taken from the document entitled *Dictamen del Comité de las Regiones sobre la "Comunicación de la Comisión al Consejo, al Parlamento europeo, al Comité Económico y Social y al Comité de las Regiones — Promover el aprendizaje de idiomas y la diversidad lingüística: Un Plan de acción 2004-2006"*. Another key factor concerning methodology was taken from *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato* (O ECD/65/2015, henceforth), which emphasizes in its Annex II the importance of motivation in the methodological orientations written there.

The Non-university Canarian Law (LCEnU) was deeply evaluated and finally selected for this dissertation as it allocates three whole articles 47, 48 and 49 in chapter VI (Plurilingualism) designated for the promotion of bilingual education and bilingualism, its implementation and teacher training necessary to reach that goal. In this regard, an online press was carefully selected because an appropriate comment for this paper the president of the Canaries made in this regard. Fernando Clavijo, the president of Canary Islands' government, assured that "the Canary Islands will be a bilingual Archipelago" (*La Opinión de Tenerife Press, 2017*).

There are some other legal texts selected for doing this dissertation. They will try to justify the importance and need to learn foreign languages in the Canaries by means of specific teaching actions and programmes:

Orden de 20 de mayo de 2002, por la que se regula la implantación de la enseñanza del inglés como primer idioma a partir del segundo ciclo de Educación Infantil en centros docentes de Educación Infantil y Primaria pertenecientes a la Consejería de Educación, Cultura y Deportes de la Comunidad Autónoma de Canarias.

Specifically for CLIL methodology and PILE plan in Canary Islands, the following regulations have been analysed, evaluated and studied:

Orden de 11 de junio de 2010, por la que se establecen los requisitos para la solicitud y autorización de la modalidad de aprendizaje integrado de lengua inglesa y contenidos de otras áreas o materias (Content and Language Integrated Learning), en centros públicos que imparten enseñanza básica en la Comunidad Autónoma de Canarias. This one is the specific educative standard that defines the main aspects to carry out a CLIL programme. In this legal text the requirements for implementing the programme are explained. In this way, it is shown the number of non-linguistic subjects and the features of the educative staff team necessary to teach those subjects. That is why it is a relevant primary source for this dissertation.

Orden de 7 de febrero de 2011, por la que se modifica la Orden de 11 de junio de 2010, que establece los requisitos para la solicitud y autorización de la modalidad de aprendizaje integrado de lengua inglesa y contenidos de otras áreas o materias

(Content and Language Integrated Learning), en centros públicos que imparten enseñanza básica en la Comunidad Autónoma de Canarias. This Order is a modification of the previous specific CLIL legislation (Order June, 11th 2010). Changes regarding three aspects are considered: the vacant position for teachers currently running the program as to continue whenever they count with the linguistic accreditation, rewording the first part of the first requirement of Annex I (dealing with requirements for school centres) and to substituting Annex II-A and Annex II-B (dealing with Primary and Secondary teachers commitment).

Resolución de la Dirección General de Ordenación, Innovación y Promoción Educativa por la que se dictan instrucciones para el desarrollo del Plan de Impulso de las Lenguas Extranjeras (PILE) y de la modalidad de Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) en centros públicos que imparten enseñanza de régimen general en la Comunidad Autónoma de Canarias para el curso 2016-2017. This resolution compiles seven general transitory instructions which intend to organize, in combination with the already known CLIL/AICLE programme, an experimental plan run in fourteen Canarian public schools aiming at promoting bilingual education.

Resolución de la Dirección General de Ordenación, Innovación y Promoción Educativa por la que se dictan instrucciones para el desarrollo del Plan de Impulso de las Lenguas Extranjeras (PILE) y de la modalidad de Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) en centros públicos que imparten enseñanza de régimen general en la Comunidad Autónoma de Canarias para el curso 2017-2018. The purpose of this resolution tries to go one step further in those fourteen school centres which were running PILE in 2016-2017 by increasing sessions in English taught in Infant Education for 3 years and the number of non-linguistic subjects taught in English in Primary Education. The plan will have an annual progressive nature and also will increase the number of schools.

In the same way, Drafts of the Plans for the Development of the Canary Law of Non-University Education from “Consejería de Educación y Universidades” (CEU) of the

Canarian government have been recently posted on the web. For this dissertation, PILE draft is being a relevant document.

The Education Resource Information Centre (ERIC), Scholar Google and Centro Virtual Cervantes online sources have been taken as a reference in order to select and locate information (articles and books) for this Master Dissertation. Besides, Booleans AND, OR and NOT from Google has been used for looking for key words and limiting relevant data. AND Boolean was used for joining information ("Bilingual education AND Spain"), OR was used for choosing one or the other ("CLIL OR not-CLIL") and NOT was used for excluding.

Concerning timeframe, publications from 1994 (date in which CLIL term was coined) onwards were chosen. Nevertheless, priority was especially given to the last seven years, that is, from 2010 to 2017. As far as languages for the dissertation are concerned, both Spanish and English languages were the best choice, as legal educative standards of the Canaries are published in Spanish and a wide range of articles are written in English.

With all above exposed, it has been presented the hard selection of information done for this paper. On the one hand, sources that are original (primary sources) were chosen. On the other hand, sources written about the primary ones were selected. Having said this, it has been considered relevant to mention that this dissertation will be focused mainly on primary sources despite secondary sources are also available.

Literature study

A short description/introduction of CLIL

As it is well known, the term "Content and Language Integrated Learning" and its acronym, CLIL, was coined in the early nineties by Do Coyle (Coyle et al., 2010) and "launched by UNICOM, University of Jyväskylä in Finland and the European Platform for Dutch Education" (Bonces, 2012:179). The often-cited advantages of CLIL are clear enough in order to prepare students for working life or future studies across Europe and beyond. Globalisation is taking place more and more in the world economy, meaning that

interconnection among territories is resulting in benefits of the economy of the whole world so education is highly linked to the economic growth rate (Moujaes et al. 2012).

Mourshed, Chijioke & Barber (2010) stated that “almost every country has undertaken some form of school system reform during the past two decades, but very few have succeeded in improving their systems” (2010:10). CLIL in Europe plays an important role in this regard. Figure 1 shows how this methodology and some term related to it are associated in some different European countries which have been using CLIL from 1990s onwards (Eurydice, 2006: 65 - 66):

	Original language term(s)	Translation into English
BE fr	Enseignement en immersion	Immersion education
BE nl	Tweetalig en meertalig onderwijs	Bilingual or multilingual education
CZ	dvojazyčné/ bilingvní třídy or dvojazyčné/ bilingvní sekce	Bilingual classes/ bilingual sections
DE	Bilingualer Unterricht	Bilingual education
EE	Aineõpetus õpitavas keeles	Subject teaching in the target language
ES	Aprendizaje Integrado de Contenido y Lengua (AICLE)	CLIL
FR	Enseignement bilingüe	Bilingual education
IE	Múineadh trí Ghaeilge	Teaching of subjects through Irish in English-medium schools
IT	Insegnamento bilingüe	Bilingual teaching
CY	I didaskalia mi glossikou mathimatos meso mias ksenis glossas	CLIL
LV	Bilingvālā izglītība, bilingvālā apmācība and mācības bilingvāli	Bilingual education, bilingual training and learning bilingually
HU	Két tanítási nyelvű iskolai oktatás	Bilingual education
NL	Tweetalig onderwijs ('tto')	CLIL
AT	Bilingualer Sachfachunterricht	CLIL
PL	Nauczanie dwujęzyczne	Bilingual teaching
SI	Poučevanje nejezikovnih predmetov v tujem jeziku	Teaching subjects other than foreign languages in a language other than the mother tongue
SE	Språk-och innehållsintegrerad inläring och undervisning (SPRINT)	CLIL
UK-ENG	CLIL and bilingual learning	
BG	Predmeti izutchavani na tchujd ezik	Non-language disciplines (NLDs)
NO	Bilingval undervisning or Guovttegielat oahpahus (Sami's term)	Bilingual teaching

RO	Învățământ bilingv	Bilingual education
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Figure 1

Thus, CLIL has emerged as a modern approach. In the case of Spain, the commitment with European guidelines and principles has resulted in an increasing promotion of plurilingualism and awareness of the importance and need to learn languages (L2) other than one's mother tongue (L1). Therefore, CLIL practice and its implementation are two key factors in order to achieve those aims. Nevertheless, it cannot be ignored that Spain is a compound of seventeen autonomous communities and two autonomous cities, which makes it a varied and diverse country in spite of having a legislative framework that guides all of them. LOMCE, under the cover of higher legislation (Spanish Constitution at article 27), dictates the entire educational system of non-university education in Spain and "*Ministerio de Educación, Cultura y Deportes*" is the educational administration in charge of it.

CLIL programmes in Spain are being run by means of a wide range of models and different support from educational authorities. Despite all of them are, positively, being successful, each autonomous community of the national territory has to adapt its policies to its own circumstances and educational reality, including CLIL. In this way, the Basque Country, Catalonia, Galicia or the Valencian community are all bilingual communities as in addition to the official language (Spanish), there is a co-official language (Lasagabaster and Zarobe, 2010). Nevertheless, each region implements CLIL without necessarily following the same approach or method.

On the other hand, there are some other Spanish territories where Spanish is the official language; they can be widely classified as monolingual communities (Lasagabaster and Zarobe, 2010). In them, CLIL is also developed. Such is the case of Andalusia, where "*Plan de Fomento del Plurilingüismo*" (Lasagabaster and Ruiz de Zarobe, 2010) is being implemented. For its part, *the Bilingual and Bicultural Project* is being run in the Balearic Archipelago thanks to an agreement between the British Council and the Spanish Ministry of Education, Culture and Sports (Lasagabaster and Ruiz de Zarobe, 2010). "*Proyectos de Sección Bilingüe*" are being promoted in Extremadura by Consejería de Educación, Dirección de Calidad y Equidad Educativa and in La Rioja, which is also a monolingual

community, “*Proyectos de Innovación Lingüística en Centros*” and Bilingual Sections are being agreed and established by its regional administration (Lagasabaster and Ruiz de Zarobe, 2010).

Despite the fact that each autonomous community applies the CLIL programme according to their own characteristics and economic support, the amount of teaching hours of a foreign language is increasing (Méndez García, 2014). This is also the case in the Canary Islands, details of which will be explained below.

The special case of the Canary Islands

In line with the European Union's (EU) commitment to promoting plurilingualism (as by the action plan on language learning and linguistic diversity, Council of Europe (2011)), foreign languages learning programmes in the Canaries started to be run through an experimental project in 2004-2005 academic year in nine pilot schools in Primary education, number which was increasing every year in both primary and secondary school centres. It started to be developed “*Programa de Apoyo a la Enseñanza y el Aprendizaje de Lenguas Extranjeras*” (PALE) in 2007-2008. It consisted of a financial and economic support between Spanish Ministry and Canarian government. This was a decisive boost to promote foreign language learning and teacher training. At that time was first appeared the acronym CLIL in Canarian resolutions as well as teachers' communicative competence and specific training. Coordination among educative staff team and give information to families were two more relevant aspects that from there onwards would be relevant. In that way, content and language integrated learning started to be developed in 2004 in the Canaries, fostering a teaching-learning model in which the foreign language became the vehicular language for other subjects. 2008-2009 academic year was CLIL consolidation year. As the programme continued to be more and more extended, some educative aspects were influenced; not just integrating contents and language but having an integrated and integrating vision that went further, concerning coordination among teachers. CLIL teacher profile, English level requirement, family engagement process and methodological changes were clearly set out in the following years. Teacher training and foreign assistant teacher concerns were two more aspects to face in CLIL impact. As this

project was becoming bigger, and as each EU member state and each Spanish autonomous community has full reliability for organizing its educational systems and the contents of the programmes, the Canary Islands' government ~~has~~ considered it necessary to establish a plan for the promotion of foreign languages (PILE) by 2015. Its first resolution came in 2015-2016 academic year. Following the introduction of Draft Plans for the Development for the Canary Law of Non-University Education (2017), it should include, on the one hand, the continuity of the already existing educative centres immersed in bilingual programmes, and, on the other hand, implementation of new methods.

Legal framework

In regards of teaching languages, there exists a specific framework in the Canaries in which the conclusions and recommendations of the EU have been incorporated. In December 2013, it was suggested the *“Pacto Social, Político y Económico por la Educación en Canarias”*, a proposal of the Canary Islands School Council ~~which was~~ approved by the Parliament of the Canary Islands. This proposal is the foundation of LCEnU, which is the law that, as set on [page 4](#), devotes articles 47, 48 and 49 of Chapter VI (of Title II) to plurilingualism. LCEnU encourages the learning of, at least, two foreign languages, in accordance with the objectives of the European Union. In the same way, this Canarian Law urges the establishment of techniques and measures on purpose of developing plurilingualism training and renewing didactic aspects regarding foreign language teaching in schools, all that through active and participative methods orientated towards oral communication (AICLE Resolution 2016-2017). In a more specific way, and according to the (PILE) Draft of the Plans for the Development of LCEnU, this law does it in the following way (article 47):

- Those school centres where infant and primary education are taught and are created in the Canary Islands will be bilingual, in accordance with the terms established by regulation.
- The centres supported by public funds for the Canary Islands will have programmes promoting bilingual education.

- The curriculum will pursue the acquisition of communicative competence in at least two foreign languages, in accordance with the objectives of the EU.
- The Canary Islands educational system will apply the guidelines and levels of the CEFRL, established by the Council of Europe, in education, learning and evaluation of foreign languages.
- The learning of foreign languages will be promoted through virtual classrooms.
- The study of foreign languages in professional training will be promoted.

Regarding article 48 of LCEnU, the foundations of plurilingual education are highlighted as follows:

- Mechanisms and support measures will be established by the educational administration so that multilingual methods can be developed in the schools, facilitating the teaching of subjects from the curriculum in a foreign language.
- The educational administration will also promote the renovation of the didactic aspects for foreign language teaching through active and participative methods in the classroom. These methods will be orientated towards oral communication. In addition, schools will be provided with resources that allow them to achieve this objective.
- Mechanisms of diagnosis and regular evaluation on the progress of learning foreign languages will be launched due to the importance of learning languages in this autonomous community.

Among the foundations of plurilingualism, the LCEnU also includes the need for linguistic and methodological training, to which article 49 is dedicated:

- The educational administration will encourage the foreign language teaching of the educative staff team in different subjects, regardless of their speciality, establishing programmes for this purpose.
- Study licenses will be organized by the educational administration aimed at improvement in foreign languages.

- Stays abroad for students and teachers will be organized by the educational administration. Participation of schools in international exchanges programmes will be promoted.

In addition to what it has been indicated on page 6 about *D 89/ 2014*, this educative standard supports the PILE plan in article 4.2 by mentioning the global and integrative treatment of learning and in article 8 making reference to the methodology. For its part, *D 315/ 2015* bases PILE in article 8, which deals with foreign language learning. Also, in article 18, which has to do with the autonomy of school centres and in article 24 when it makes a reference to the teaching methodology. These two decrees include all legislation above mentioned (Spanish Constitution, LOMCE, and RD 126/ 2014), so PILE is supported by them, in addition to other decrees and other subsequent legislation which are developed in the form of Decrees or Orders (*Decreto 104/2010, de 29 de julio, por el que se regula la atención a la diversidad del alumnado en el ámbito de la enseñanza no universitaria de Canarias* or *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato*).

All these documents try to guarantee that which is promoted by the joint reports of the Council of Europe and the European Commission on the implementation of the strategic framework for European cooperation in the field of education and training (Strategic framework – Education & Training, 2020), known by its acronym “ET 2020”. Following are some of them:

- “*Conclusiones del Consejo de 12 de mayo de 2009 sobre un marco estratégico para la cooperación europea en el ámbito de la educación y la formación*”. This report indicates the demand to promote the teaching of languages in education and vocational training, aimed at enabling citizens to communicate in two languages, in addition to their mother tongue.
- “*Informe conjunto de 2012 del Consejo y de la Comisión sobre la aplicación del marco estratégico para la cooperación europea en el ámbito de la educación y la formación*” (ET 2020) underlines the importance of education and training to

prevent unemployment and emphasizes the close relationship between education and the labour market.

- “*Un nuevo concepto de educación: invertir en las competencias para lograr mejores resultados socioeconómicos- Rethinking education-*”, is an announcement made by the European Commission in 2012 which encourages the state members to take measures to ensure that the young people develop skills and competence necessary for the labour market and for achieving their goals in terms of growth and employment.
- “*Comunicación de la Comisión al Parlamento Europeo, al Consejo, al Comité Económico y Social Europeo y al Comité de las Regiones de 2013 sobre la Apertura de la educación: docencia y aprendizaje innovadores para todos a través de nuevas tecnologías y recursos educativos abiertos*”. It highlights how important it is to be open to technology and, on the other hand, it states that Europe must have a correct political framework in order to introduce innovative teaching and learning practices in basic education, adult education and vocational training fields.
- “*Informe conjunto de 2015 del Consejo y de la Comisión sobre la aplicación del marco estratégico para la cooperación europea en el ámbito de la educación y la formación (ET 2020) Nuevas prioridades para la cooperación europea en educación y formaciones*”.

Thus, the publication of several orders and resolutions in the Canaries respond to the objective of facilitating and contributing to the learning of foreign languages by learning the English language in both the second cycle of Infant/ Pre-primary and Primary Education and by introducing a second foreign language in year 5 and 6 of Primary Education. As far as Infant Education is concerned, it responds to the *Orden de 20 de mayo de 2002, por la que se regula la implantación de la enseñanza del inglés como primer idioma a partir del segundo ciclo de Educación Infantil en centros docentes de Educación Infantil y Primaria pertenecientes a la Consejería de Educación, Cultura y Deportes de la Comunidad Autónoma de Canarias*, as it was generalized the teaching of English language as a first foreign language in all the Canarian schools.

All of the above mentioned have been set as a scenario of PILE, since, in accordance with the provisions of Preamble XII of LOMCE from LOE (*“Bases de la educación plurilingüe”*) it is established that the government will set the bases of plurilingual education from the second cycle of Pre-primary Education to Baccalaureate, after having checked it with the autonomous communities.

On the other hand, it is regulated the incorporation of experts with proficiency in foreign languages (being national or foreign professionals), such as teachers in bilingual or multilingual programmes, paying attention to the teaching programming needs for the development of plurilingualism (provisions thirty-seventh and thirty-eighth of LOMCE). The possibility to include foreign languages when teaching non-linguistic subjects is also covered by these provisions.

The above-cited legal referents constitute the basis for the PILE plan, which is addressed to a wide range of potential students (recipients), as it will be exposed next.

Recipients

PILE cannot be just aimed at the academic world. In this regard, some strategies must be developed to ensure that Canarian citizenship is able to reach high levels of foreign language competence. That is why PILE is addressed to all the sectors that constitute the educative community in a particular way, but it should be generalized to as many sectors and areas as possible in this archipelago, aiming at a bilingual community in the medium term (PILE Draft of the Plans for the Development of LCEnU, 2017).

Firstly, concerning the academic field, the main recipients are students, who will take advantage of having more teaching hours in foreign language in those content subjects selected for that purpose. Then, teachers will have the opportunity to take training courses in foreign languages and methodology from this new approach. Besides, school centres will expand their linguistic projects. Finally, families will have the option to choose a multilingual education for their children.

There are some other areas of society where PILE will develop works that promote the use of English as a language in the media, the development of learning tools outside the

field of formal education and also the signing of agreements with other private institutions and entities that facilitate the acquisition and use of foreign languages (mainly English) by citizens of the Canary Islands. At this precise point, it is worth mentioning that nowadays English is a core skill (Graddol, 2006) although it is not the only language promoted by PILE. In fact, in 2016-2017 academic year it was started the first CLIL experience in French in the Canaries, known by the acronym EMILE that corresponds to *Enseignement par Matière Intégrée in Langue Étrangère*.

PILE has been designed for schools in the Canary Islands in Infant, Primary and Compulsory Secondary Education, as well as Bacalaureate, vocational training and in Official Language Teaching. CEU is the responsible body for the development and implementation in public schools.

Implementing PILE

The implementation of PILE will be carried out in a gradual way from academic year 2016-2017 to 2037-2038. Following the Draft of the Plans for the Development of LCEnU (2017), in 2016-2017 fourteen pilot schools began with the implementation of the bilingual model at the first level of Primary Education. On its part, it is stated that in 2037-2038 all Canarian public schools will have established the bilingual model in all Basic Education levels. Some signs in the implementation of PILE are the following ones:

- Course 2016-2017: Beginning of the PILE in fourteen pilot centres in first year of Primary Education.
- Course 2017-2018: Beginning of the implementation of the bilingual model from the first year of the second cycle of Infant Education, with 40% of the curriculum taught in English.
- Course 2022-2023: Beginning of the implementation of the bilingual model in public centres that provide Compulsory Secondary Education (fourteen pilots), with 30% of the curriculum taught in English.
- Course 2029-2030: Implementation of the bilingual model in all public schools in the Canary Islands that teach Infant Education and Primary Education.
- Course 2034-2035: Implementation of the bilingual model in all public schools in the Canary Islands that teach Compulsory Secondary Education.

- Course 2037-2038: Total implementation of the bilingual model at all levels of Compulsory Education in Public Education.

In order to guarantee that all students who begin this bilingual model will continue in it until they finish basic education studies, the incorporation of centres in this bilingual model will be staggered.

In a more extended way, three main stages can be pointed out for structuring the development of the actions derived from PILE (Draft of the Plans for the Development of LCEnU, 2017):

- *Stage 1 (academic year 2016-2017):*

The fourteen Canarian public schools selected for developing PILE aim to teach one third of the curriculum in English in at least year 1 and year 2 of Primary. These schools try to teach, at least, 40% of their curriculum in English across the whole stage of Primary, aiming at becoming bilingual schools. This point was assured, according to Opinión de Tenerife Press (2017), by the president of Canary Islands' government when he stated that this archipelago will be bilingual.

In addition, Infant Education counts on one daily session in English language. Those fourteen schools are provided with a foreign assistant teacher as a support. In order to do an evaluation of the progress of PILE, it has been scheduled coordination meetings between the schools and DGOIPE.

- *Stage 2 (academic year 2017-2029):*

This is the phase of the plan development itself. The bilingual model is more and more extended, from Infant education of 3 years (where two daily English lessons will be taught) onwards.

CLIL schools will have a progressive adaptation to become PILE schools. Their objective is to teach at least 40% of the curriculum in English at the end of the implementation plan.

As regards teacher training, training and updating plans will be developed in order teachers to achieve the competent level required for teaching foreign languages and the methodological strategies that are appropriate for teaching in CLIL/ AICLE approach. This is in accordance with *Orden de 11 de junio de 2010, por la que se establecen los requisitos para la solicitud y autorización de la modalidad de aprendizaje integrado de lengua inglesa y contenidos de otras áreas o materias (Content and Language Integrated Learning), en centros públicos que imparten enseñanza básica en la Comunidad Autónoma de Canarias*, at its “*Antecedentes de Hecho*”, when it is stated that improving the teaching process by promoting innovative methodological changes and collaborative work among the educative staff team are some other objectives in order to achieve European and Canarian commitments. These commitments have to do with both improvement of learning languages and development in foreign languages communicative competence, especially English.

Within the network of bilingual schools, the number of foreign assistant teachers will be progressively increased and it is guaranteed that all the schools where PILE is run will be provided with human and material resources needed for that purpose.

- *Stage 3 (academic year 2022-2037):*

The lines proposed in stage 2 are continued in this one. As of 2022-2023 Compulsory Secondary Education school centres will be part of PILE models, in order to guarantee the continuity of the students who are immersed in the bilingual model.

In 2037-2038 it is expected that all Canarian public schools will teach at all levels, at least, 40% of their curriculum in English in the case of Infant and Primary education stages and 30% in the case of Compulsory Secondary Education, confirming what the president of the Canaries said.

Monitoring and evaluation

During 2015-2016 academic year, a check was done to all the educative staff teams who are involved in CLIL-AICLE project in Canarian schools with the purpose of knowing

the effectiveness of this programme as well the problems found in its implementation. In addition to that, improvement proposals were requested. This has to do with what was established in the *Orden 11 junio 2010* concerning the importance of teachers' coordination and the need of proposing new materials and improvements. The result of this check will be taken as an indicator to know whether PILE succeeds or fails. In the same way, the result of linguistic tests for students to certify A2, B1 and B2 in Compulsory Secondary Education and Baccalaureate will be official success indicators and objectives of PILE.

On the other hand, by studying the increase of number of teachers that participate in the programme per year is another way to measure the effectiveness of the plan, as well the attendance to different training methods offered. The model commitment for teachers is included in the previous educative standard in its annex II-A and II-B. Here it can be seen that these teachers have to possess B2 level in communicative competence according to CEFRL.

Thus, the following elements, among others, will be taken as indicators to evaluate PILE (Draft of the Plans for the Development of LCEnU, 2017):

- The number of students who get their linguistic accreditation in foreign languages in A2, B1 and B2.
- The number of teaching staff participating in different training methods for the improvement of communicative competence.
- The number of teachers with linguistic skills that enable them to pursue linguistic projects in schools in the Canaries schools.
- The number of teaching positions created during the development of the plan and the implementation of the same by the teaching staff with different administrative skills.
- The number of teachers who possess B2 level in foreign languages.
- The number of centres that participate in European, international or other projects within their linguistic projects.
- The number of schools where it is taught, at least, one third of their curriculum in English according to different levels.

- The number of students that access the double degree in high school.
- The implementation of the model of teaching and learning in foreign languages by educational districts and their dissemination.

General and specific objectives of PILE

This institutional plan (PILE) establishes three main objectives and some specific ones in order to improve communicative competence in foreign languages (mainly in English). According to the Draft of the Plans for the Development of LCEnU (2017), the general and specific objectives as well as the measures are those ones:

General Objective 1: To improve teachers' communicative competence in foreign languages, to recognize their degree of proficiency through official accreditation tests and to provide the necessary training itineraries to reach the appropriate level of competence in a foreign language and the necessary methodological training to be able to teach within the PILE model.
<i>Specific objective 1.1.</i> To establish and develop a training program for the linguistic update of the teaching staff.
<i>Measure 1.1.1.</i> To analyse, design and implement continuous training actions which respond to the needs of initial language training or updating teachers' languages. <i>Measure 1.1.2.</i> Develop teacher training actions for their linguistic update.
<i>Specific objective 1.2.</i> To establish and develop a program for the initial training and methodological updating of the teaching staff that participates in PILE.
<i>Measure 1.2.1.</i> To develop an initial and continuous training programme for teachers in CLIL methodology. <i>Measure 1.2.2.</i> To develop actions abroad for teachers' training for their methodological updating.
<i>Specific objective 1.3.</i> To develop materials aiming at facilitating the work in PILE and promote good practices by participating teachers in this plan.
<i>Measure 1.3.1.</i> To develop materials adapted to the needs of centres and contextualized to their environment, guiding the development of methodologies. <i>Measure 1.3.2.</i> To design and develop good methodological practices and collaborative spaces related to PILE.
<i>Specific objective 1.4.</i> To establish measures for the training of new teachers who join the Canary educational system.
<i>Measure 1.4.1.</i> To promote institutional initiatives to facilitate the incorporation of new teachers into the Canary educational system with the necessary communicative skills expressed in PILE.

<p>General Objective 2: To develop integrated linguistic projects to promote a culture of centres in favour of developing methodologies proposed in PILE as well as a network of bilingual public centres, integrating all centres and all levels from the second Infant Education cycle up to the last level of Basic Education, in 2037-2038 academic year.</p>
<p><i>Specific objective 2.1.</i> To develop and adapt the necessary legislation that regulates the implementation of PILE.</p>
<p><i>Measure 2.1.1.</i> To elaborate and publish PILE Order.</p> <p><i>Measure 2.1.2.</i> To develop the necessary regulations to implement PILE within the centres.</p> <p><i>Measure 2.1.3.</i> To publish resolutions by means of which the instructions for the development of CLIL programmes are established, as well as those aimed at obtaining the double qualification of baccalaureate.</p> <p><i>Measure 2.1.4.</i> To develop agreements that makes possible the simplification of participation processes and collaboration with different institutions regarding PILE.</p>
<p><i>Specific objective 2.2.</i> To encourage the development of linguistic projects as a means of improving the communicative competence of students from the second cycle of Infant Education at the end of Basic Education.</p>
<p><i>Measure 2.2.1.</i> To extend PILE progressively in all public centres so that in 2037-2038 academic year its implementation is complete.</p> <p><i>Measure 2.2.2.</i> To promote the participation of the educational community in European, international or other projects.</p>
<p><i>Specific objective 2.3.</i> To promote an organizational and methodological change aimed at improving students' communicative competence.</p>
<p><i>Measure 2.3.1.</i> To favour the organizational autonomy of the educative centres propitiating the achievement of foreign languages learning.</p> <p><i>Measure 2.3.2.</i> To promote the necessary methodological change of the educative centres propitiating the achievement of foreign languages learning.</p> <p><i>Measure 2.3.3.</i> To encourage the use of new communication and information technologies (ICT) and the use of spaces for communicative exchange in languages in which both students and families and other members of the educational community participate.</p>
<p><i>Specific objective 2.4.</i> To provide centres with the necessary human resources for the implementation of PILE plan.</p>
<p><i>Measure 2.4.1.</i> To adapt progressively human resources dependent on the CEU.</p> <p><i>Measure 2.4.2.</i> To adapt progressively the resources referred to foreign language assistants.</p>

General Objective 3: To improve students' communicative competence in foreign languages in all stages of the non-university educational system and to recognize their degree of proficiency through official accreditation tests.
<i>Specific objective 3.1.</i> To deal with the principles of inclusion and catering to diversity in the design and implementation of PILE.
<i>Measure 3.1.1.</i> To favour the access of all students to CLIL teaching.
<i>Measure 3.1.2.</i> To cater to diversity of students in PILE centres, taking into account the characteristics of the plan.
<i>Specific objective 3.2.</i> To encourage exchange experiences and linguistic immersion.
<i>Measure 3.2.1.</i> To establish the mechanisms that allows meetings and exchanges between Canarian and European students.
<i>Measure 3.2.2.</i> To establish the mechanisms that allows the linguistic immersion of the students further regulated education.
<i>Measure 3.2.3.</i> To establish measures and agreements with Canary Institutions to collaborate in the promotion of foreign languages further educational field.
<i>Measure 3.2.4.</i> To create a web portal or public application with resources, diverse methodologies and open access to users.
<i>Specific objective 3.3.</i> To apply the offer in foreign languages when redefining the School Map of the Canary Islands.
<i>Measure 3.3.1.</i> To plan a linguistic map by districts of second foreign language in Primary and Secondary Education.
<i>Measure 3.3.2.</i> To review the linguistic map of Official Schools of Languages (EOI).

Discussion

Hard work and effort are being carried out to follow European guidelines in order to make bilingual education work. On the other hand, the commitment between the Spanish government and the European Union is being accomplished, although the pace of the process is not what was expected. In this sense, bilingual programmes in the Canary Islands are also suffering from modifications as regards to what had been previously established. For instance, PILE plan was expected to be finished by 2023-2024 academic year, but the reality is different.

In order to present the discussion, firstly there will be exposed some peculiarities of CLIL and PILE in this archipelago in this current academic year 2017-2018. Secondly, there will be explained some reasons about why PILE will not be reached at the date it was

expected to. Afterwards, some points and factors concerning bilingual education in the Canaries found during this investigation will be exposed. This chapter will finish with a recent article found in Tenerife News Press, which has to do with the current bet that this archipelago is making for promoting and improving foreign languages.

As far as the peculiarities of CLIL and PILE in this current academic year 2017-2018, organizational aspects, organizational needs, methodological orientations, centres commitment, participation and commitment of the teaching staff and CLIL commission, fulfilment of requirements will be exposed as it follows:

Organizational aspects

Some organizational aspects in Pre-Primary and Primary stages we have found can be summarised as it follows:

- 3-year of Pre-primary Education: two daily sessions in English (PILE schools).
- 4-year and 5-year of Pre-primary: one daily session (PILE schools).
- Year 1 and 2 of Primary: at least one third of the curriculum in English in order to achieve 40% (PILE schools).
- Other levels incorporation by optimizing organization and resources.
- Primary schools with CLIL must adapt to PILE and teach at least one non-linguistic area in English in year 1 and 2.
- Teachers who have trained in English as a speciality will teach subjects others than First Foreign Language (English).
- There exists the possibility of the teaching staff continuing with the same group in all levels.

Organizational needs

- Teachers who have a fixed CLIL can teach in all groups but no more than in four levels.
- Baccalaureate: continuity to the program if they have the resources.
- No linguistic requirements are included as an admission criterion.

Methodological orientations

- Globalized and integrated curriculum.
- Collaborative work with interdisciplinary learning interventions/ didactic units.
- Students being responsible for their own learning and study.
- Teachers as facilitators of the educational process: oral comprehension skills, expression, interaction and mediation.
- Learning styles and degrees of achievement of competence and different skills.
- Interactive and autonomous learning through cooperative work.
- Experience-based approach (contexts, situations and tasks).
- Different contexts, resources and materials.
- Cooperation of all agents: students, teachers and family.
- Varied assessment instruments.

Centres commitment

- Following the law and resolutions.
- Increasing the number of groups and levels.
- Organizing schedules/ timetables for coordinating sessions.
- Facilitating coordinated attendance.
- Participating in evaluation and follow-up sessions.
- Putting in value CLIL commissions.
- Promoting European programmes.
- Collaborating in linguistic accreditation of students.
- Encouraging family participation.

Participation and commitment of the teaching staff

- Teaching staff with a specialty of English and non-linguistic subjects (B2).
- The coordination assumed by teachers with the profile: training and experience, leadership, teamwork, project work...
- Use of foreign languages in coordination sessions and in the classroom.

CLIL commission, fulfilment of requirements

- Training.
- Coordination for developing didactic units or learning interventions.
- Student certification.
- Programme evaluation.
- Teacher certification
- Training action (minimum 20 hours): Counselling CLIL, seminars and inter-centre working groups of “*Centros de Educación del Profesorado*” (CEP), Job Shadow, update in Official Language Schools (EOI), other entities approved by “*Dirección General de Ordenación, Innovación y Promoción Educativa*” (DGOIPE), official certification of C1 or C2 (CEFRL) during the course, participation in [eTwinning Project](#) or [Erasmus + Project](#) with training visits abroad.

Having summarized the main aspects of this “*Plan de Impulso de Lenguas Extranjeras*” (PILE) within “*Aprendizaje Integrado de Contenido y Lengua Extranjera*” (CLIL/ AICLE) project in the Canary Islands, we totally agree with Méndez (2014) when stated that there is an increased number of teaching hours in foreign languages. However, in the case of the PILE, this has not already been reached due to various reasons. Firstly, it is a current problem to find qualified English teachers to teach language and content in such a way PILE states. Secondly, because at this time, Canarian job listings/ classified advertisements are empty for English teachers, what means that, in case of sick leave or other reasons there are no substitute English teachers. All this also delays all the progress for the increase of teaching hours in foreign languages (English in this case) in the Canarian public schools. In this regard, it is expected that, from the Spanish Government and from CEU of the Canary Islands, public examination (“*Oposiciones*”) will soon be convoked or the employment lists will be opened.

While doing the literature review, we found that some articles made use of plurilingualism and multilingualism words as being interchangeable ones. Nevertheless, we went into it in depth in this regard and we can deduce that when the word multilingualism is used it refers to plurilingualism indeed. This last concept means the ability that a person or

societies have to speak more than one language and switch depending on the context. On the other hand, the coexistence of different languages in a society that uses them each on its own way is multilingualism. Thus, we consider the proper term to be used should be plurilingualism since the aim in whichever territory is communication in more than one language among citizenship.

It seems that CLIL in Spain is working towards a correct and positive scenario in spite of having some non-optimistic comments from families and teaching staff indeed. Thus, some teachers strongly believe that these bilingual methods have negative consequences as some students are left behind when learning contents from some subjects. Obviously, this process of learning language through content is slower and takes longer, but we are on the way and students will benefit from it. In fact, there is no hesitation that CLIL methodology takes into account some aspects that directly affects real-life issues for learners. Thus, cooperative work, motivation, creativity, cultural awareness and development of thinking skills are just some of the strong points being promoted by CLIL.

On the other hand, it has been perceived through this dissertation research-process that both in-service teacher support and teacher formation are not enough to fulfil the needs of CLIL and PILE. It seems that methodology courses or conferences in which experts participate are not enough so it is therefore necessary to give a response aimed at a more planned course of action (Lasagabaster and Sierra, 2009). In this sense, CEU is acting to get collaboration with Canarian universities to inform them about PILE plan and also with *Cabildo* (Canary Islands government) to develop, among other actions, the hiring of foreign language assistants or companies abroad.

Another key factor to be mentioned is the role of the students' families in the process of foreign languages incorporation at school centres. It has been found that cooperation and interaction with families who have students enrolled in schools which run this methodology (CLIL or PILE) has increased. This can be seen in the information they are given or in organized events (meetings, festivals, visits...) by schools where family participation is higher. There seems to be a greater acceptance and awareness of the importance of learning languages in students' families. What is more, it is extensively agreed that languages are best learnt when they are used, especially for learning and

communicating in real-life situations. Therefore, Canarian families are choosing more and more a plurilingual education for their children.

With all the above exposed, and giving response to the question posed in the introduction related to the acceptance of implementing bilingual education at schools, it is clear that the adoption of plans that aim to develop the learning and use of several languages in context at an early age is a current tendency in the Canary Island archipelago, implying not only the educational field but the whole Canarian society. This approach is taking longer to be implemented in comparison with other Spanish communities, where bilingual approach and methods started to be run earlier (Catalonia, the Basque Country...). In the same way, teachers' required English level varies among autonomies (C1 level in Madrid and B2 level in the Canaries). Nonetheless, actions that are being carried out right now and these ones that are about to be implemented point towards an achievable reality not perfect/ utopia. Today, there is no doubt about the economic need to count on a society able to speak several languages as well as having a plurilingual society. Thus, we can say that bilingual education in the Canaries is working.

We cannot continue this section without mentioning a recent piece of news found the last October (2017) in the English Press in Tenerife (Tenerife News) concerning Official Language Schools (EOI) in the Canarian archipelago. In this regard, the government of the Canary Islands has launched the first Official School of Distance Languages for teachers in this autonomous community. Integrated courses of English are the first step for this future distance EOI. More than 1,100 teachers from the Canaries have already enrolled to take this distance training (Tenerife News, 2017), including courses at levels from A2 to C1 according to CEFRL (See whole article in Appendix). These pieces of news make us think that the aim of becoming a multilingual archipelago is reachable. In this way, PILE implementation makes it possible as well, due to the fact that every academic year there are more and more school centres participating in this objective, where every single member of the Canarian society is accountable.

Nevertheless, with all the above and the deep analysis done about this matter, it appears that despite CLIL and PILE projects are working well, the lack of a serious plan to count on a higher teachers' competence in foreign languages could impede the aims proposed.

Conclusion

Through this Literature Review we have studied how bilingual programmes are being run in the autonomous community of the Canary Islands, having the focus on “*Plan de Impulso de Lenguas Extranjeras*” (PILE) plan, within the CLIL/ AICLE approach. The reasons of implementing such a strategic plan through its legal justification, recipients, implementation, monitoring, evaluation and objectives and measures have been explained. All this has been displayed taking the European and Spanish guidelines as a reference.

The main purpose of this dissertation consisted of giving information to the reader about how this plan for the promotion of foreign languages in this archipelago is essential in order to improve communicative competence in languages other than one's mother tongue in a wider field, not only for students but also teachers and society in general. At this point, it is worth wondering if the proposed objectives have been adequate for this dissertation indeed. We considered they have been successfully achieved and justified throughout the whole document. Nevertheless, we think that a weakness of this research is not having had a closer look at the PILE plan “in action”. It would have been enriching for this dissertation to have had the opportunity to work in a PILE school in order to check “in situ” if the purposes are being achieved and what are the real feelings that both students and teachers are experiencing with the implementation of this plan. On the other hand, we can affirm that the results are not utopian, as it has been justified that there is clear progress in promoting foreign languages in the Canaries; going from CLIL to PILE and having more teaching hours in foreign languages are two evident facts of this. Thus, it may strengthen the hard work done during the dissertation.

To give an answer to the question set out in the introduction chapter, we would dare to affirm that bilingual education through this type of programmes such as CLIL and PILE are accepted and considered as appropriate to improve competence in foreign languages in the Canaries. However, by means of the whole research done, we can conclude that two key factors are necessary to improve in order to reach an authentic effectiveness of PILE. The first factor would be to have the materials, resources and support necessary to be able to implement the plan in a real way. The second factor would be having higher

levels of self-confidence in teachers and in society in general to do with the improvement of linguistic skills and English in particular. That said, it is quite noticeable that further research into the CLIL and PILE teaching practices inside the classrooms is needed, as it is already well known that this methodology achieves the legal requirements as well as the linguistic skills required by the CEFRL. Thus, there is no doubt that this approach is immensely favourable for the Canarian citizen, as it is quite evident that CLIL and PILE may produce proficient foreign language speakers.

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Appendix

Figure 1. Terms associated with the concept of CLIL (Eurydice, 2006: 65 - 66).

‘Tenerife News’ article:



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a defender su Trabajo Fin de Máster con Título: A look inside CLIL in the Canary Islands: PILE, en la próxima convocatoria prevista, siempre que cumpla con todos los requisitos descritos en la normativa.

Y para que conste, firma la presente en Madrid a 19 de diciembre de 2017.



Fdo. Ana González Martín

DECLARACIÓN PERSONAL DE NO PLAGIO

Dña. **Nidia Díaz Herrera** con NIF **54049168L**, estudiante del “Máster Dirección y Gestión para la Calidad de Centros Educativos” de la Universidad de Francisco de Vitoria, curso 2017-2018 como autora de este documento académico, titulado: **“A look inside CLIL in the Canary Islands: PILE”**

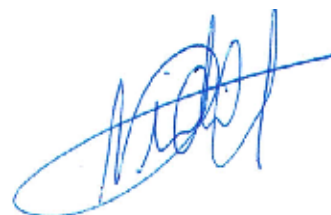
y presentado como Trabajo Fin de Máster, para la obtención del título correspondiente,

DECLARO QUE

es fruto de mi trabajo personal, que no copio, que no utilizo ideas, formulaciones, citas integrales e ilustraciones diversas, sacadas de cualquier obra, artículo, memoria, etc., (en versión impresa o electrónica), sin mencionar de forma clara y estricta su origen, tanto en el cuerpo del texto como en la bibliografía.

Así mismo, soy plenamente consciente de que el hecho de no respetar estos extremos es objeto de sanciones universitarias y/o de otro orden.

En Madrid, a 2 de enero de 2018



Fdo.: Nidia Díaz Herrera